

YEAR 3 CURRICULUM AUTUMN TERM

‘BUILDINGS’





Longhill Primary School Year 3 Autumn Curriculum

Theme – Buildings

Driving the Theme:

History

As historians we will study changes in buildings throughout British History.

Programmes of Study

Pupils should be taught about

- Changes in Britain from the Stone age to the Iron age. This should include hunter gatherers, travel, Iron age hill forts, design and materials of houses.
- The Roman empire and its impact on Britain. This should include Hadrian's wall, Romanisation of Britain: sites such as Caerwent, Cawthorn Roman Camps (North Yorkshire Moors) Wheerdale Roman Road (Whitby), Studforth Hill (last Roman amphitheatre), Discuss Roman impacts on structural integrity. (concrete, brick, mosaics etc)

We will begin by looking at homes we live in compared to homes around the world. We will look at some of the most famous and fantastic buildings within Hull and then from around the world as it is today. We will then compare similarities and differences throughout the ages. We will discover how the earliest people in Britain were hunter gatherers, who moved round and made homes where they could.

We will find out when the first permanent buildings began to appear and how they developed over the centuries. We will explore the materials that were used and study some of the designs. We will look at the rise and fall of Roman buildings as Romans invaded, settled and then left Britain.

We will see that after Romans left Britain, their buildings fell into decline and most buildings for centuries after that were farm based. We will piece together evidence by looking at a range of sources of evidence.

We will look at the change in buildings in our own locality since 1066.

We will study some of the amazing buildings of ancient civilisations such as the ziggurat temples, palace cities of the Shang Dynasty, Pyramids, Acropolis, Mayan temples and many other buildings.

Writing	Reading	SPaG
<p>Non Chronological Report</p> <p>Narrative</p>	<p>One Spies session followed by two Mini Missions a week.</p> <p><u>Domains for SPIES</u></p> <p>S- Share the mission: objective for the lesson</p> <p>P- Prove the text - 2a: Give and explain the meaning of words in context.</p> <p>I- Investigate Further- 2b: Retrieving and recording answers from text.</p> <p>E- Extend the learning- 2d: Inference questions to explain and justify with evidence from the text.</p> <p>S- Looking at other domains: Eg</p> <p>2c- summarise main ideas</p> <p>2e- Predict what might happen from detail and implied</p> <p>2f- Identify and explain how information/narrative content is related and contributes to meaning as whole.</p> <p>2h- Make comparisons within the text</p> <p>2g- Identify/ explain how meaning is enhanced through choice of words/phrases.</p> <p><u>Mini Mission</u></p> <p>Both mini missions will focus on the <u>same domain selected from the last S section of SPIES</u>.</p> <p>One of the mini missions will be completed during a reading session and the other one will be done during continue provision.</p>	<p>Formation of nouns using a range of prefixes.</p> <p>Use of the forms a or an</p> <p>Words families based on common words.</p> <p>Expressing time, place and cause using conjunctions, adverbs or prepositions.</p> <p>Introduction to paragraphs as a way to group related material.</p> <p>Use of the present perfect form of verbs.</p> <p>Introduction to inverted commas to punctuate direct speech.</p> <p>Headings and sub headings to aid presentation.</p>

	<u>Big Read Texts</u> Charlie and the Chocolate Factory	
--	---	--

Science

Working Scientifically

In years 3 and 4 pupils should be

- Asking relevant questions and using different types of scientific enquiries to answer them.
- Setting up simple practical enquiries, comparative and fair tests.
- Making systematic and careful observations and taking accurate measurement using standard units, using a range of equipment, including thermometers and data loggers.
- Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.
- Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables
- Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- Using results to draw simple conclusions, make predictions for new values, suggest improvement and raise further questions.
- Identifying differences, similarities or changes related to simple scientific ideas and processes.
- Using straightforward scientific evidence to answer questions or to support their findings.

Animals including humans

- To know that animals (including humans) need the right types and amount of nutrition and that they cannot make their own food; nutrition comes from that they eat.
- To know that humans and some animals have skeletons and muscles for support and movement.

Conscious Connections/CP

Children can look at the differences in their shadows at different points of the day and predict how their shadow is going to change.

Children should identify a range of light sources e.g. sun, fire, torch.

Can children identify which objects are translucent, transparent and opaque? Of these objects, which ones cast shadows and which ones don't?

Art

Awesome Art – Claude Monet, The Houses of Parliament.

Autumn 1

Drawing

Can use and manipulate a range of drawing tools with control and dexterity applying teacher guidance

Can use a viewfinder to select a view and visual clues in an image, then record what is in the frame

Can draw in line with care when taking a line for a walk, or in scale applying rules of simple perspective

Can make quick studies from observation to record action or movement with some fluency

Can use a visual journal/ sketchbook to support the development of a design over several stages

Can use a visual journal/ sketchbook to support the development of a design over several stages

Autumn 2

Painting

Can select and use different brushes to explore and make marks of different thicknesses and using wet and dry paint techniques

Can spread and apply paint to make a background using wide brushes and other tools to express backgrounds and context

Can investigate mark-making using thick brushes, sponge brushes for particular effects

Can investigate, experiment, mix and apply colour for purposes to represent real life, ideas and convey mood

Can use colour and painting skills and apply surface techniques to create or suggest a place, time or season.

Music

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Charanga

Let your spirit fly

Glockenspiel Stage 1

Continuous Provision

Transitions – Use music for transitions throughout between activities.

Story telling – Keep a range of musical instruments to hand that pupils use to create a soundtrack to their favourite stories or poems.

Warm ups – E. g. PE

Calm Sessions – E.g. after break times.

Longitudinal Learning

Tune Factory

	In this ongoing challenge, pupils use apps and devices to compose pieces of music that contain a variety of instruments and layers of sound.
--	--

Geography	D and T
<p><u>Geographical Skills and Fieldwork</u> Continue to use globes, maps and atlases to apply knowledge.</p> <p><u>Conscious Connections</u> Locate the world's countries with a focus on Europe and countries of particular interest to pupils. - Plot the buildings studied throughout this topic onto the map – The pyramids, The Mayan Temples, the palace cities of the Shang Dynasty, the Acropolis and Olympia of Ancient Greece. Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied.</p> <p><u>Continuous Provision</u> <u>The Four Map Classroom</u> – maps are used as an ongoing resource to add information.</p> <p><u>Atlases</u> Place atlases of various types in the class library and on display around the classroom.</p> <p><u>Devices</u> Make available a range of devices with access to search engines, maps and other useful reference materials.</p>	<p><u>Cooking and Nurtrition</u></p> <ul style="list-style-type: none"> • Scraping out a bowl with a spatula. • Using balance scales. • Using a jug to measure liquids • Adding liquid to flour • Mixing to form a bread dough • Kneading • Shaping eg. Pizza base • Arranging ingredients / toppings • • Apply basic health and safety principles (aprons, washing hands, covering food) <p>Pizza</p> <p><u>By the end of KS2 pupils should know</u> <u>Where Food comes from</u></p> <ul style="list-style-type: none"> • that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world <p><u>Food preparation, cooking and nutrition</u></p> <ul style="list-style-type: none"> • how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source • how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking <p>In early KS2 pupils should also know:</p>

	<ul style="list-style-type: none">• that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The eatwell plate• that to be active and healthy, food and drink are needed to provide energy for the body
--	---

<p>PE</p> <p><u>The PE HUB</u></p> <p><u>Autumn 1</u></p> <p><u>Football</u></p> <ul style="list-style-type: none"> To be able to show basic control skills including sending and receiving the ball. To send the ball with some accuracy to maintain possession and build attacking play. To implement the basic rules of football. <p><u>Dance</u></p> <ul style="list-style-type: none"> Practise different sections of a dance aiming to put together a performance Perform using facial expressions Perform with a prop <p><u>Autumn 2</u></p> <p><u>Tag Rugby</u></p> <ul style="list-style-type: none"> Handle a rugby ball with confidence Evade attackers using footwork and body control Link skills to perform as a team in attack Use basic game principles of tag rugby and play within simpler rules 	<p>RE</p> <p>Discover RE</p> <p><u>Autumn 1</u></p> <p><u>Theme</u> Divali</p> <p>Key Question: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?</p> <p>Religion: Hinduism</p> <p><u>Autumn 2</u></p> <p><u>Theme</u> Christmas</p> <p>Concept: Incarnation</p> <p>Key Question: Has Christmas lost its true meaning?</p> <p>Religion: Christianity</p>	<p>PSHCE - Jigsaw</p> <p><u>Being Me in My World</u></p> <p>I recognise my worth and can identify positive things about myself and my achievements.</p> <p>I can set personal goals.</p> <p>I know how to use my Jigsaw Journal.</p> <p>I can face new challenges positively, make responsible choices and ask for help when I need it.</p> <p>I understand why rules are needed and how they relate to rights and responsibilities.</p> <p>I understand that my actions affect myself and others and I care about other people's feelings.</p> <p>I can make responsible choices and take action.</p> <p>I understand my actions affect others and try to see things from their points of view.</p> <p><u>Celebrating Differences</u></p> <p>I understand that everybody's family is different and important to them.</p> <p>I understand that differences and conflicts sometimes happen among family members.</p> <p>I know what it means to be a witness to bullying.</p> <p>I know that witnesses can make the situation better or worse by what they do.</p>
---	---	---

<p><u>Orienteering</u></p> <ul style="list-style-type: none"> • To work with others to solve problems • To describe their work and use different strategies to solve problems • To lead others and be led • To differentiate between when a task is competitive and when it is collaborative 		<p>I recognise that some words are used in hurtful way.</p> <p>I can tell you about a time when my words affected someone's feelings and what the consequences were.</p>
<p>Modern Foreign Languages</p> <ol style="list-style-type: none"> 1. Bonjour – Commands 2. Je m'appelle Sophie – Subject pronouns 		

<p>Computer Science</p> <p>Mr Andrews Online: Computing Curriculum : Bring it to Life (animation) (https://mrandrewsonline.co.uk/bring-it-to-life/)</p> <p>Children could animate buildings being put together – they could even create a storyline to go with it based around the buildings.</p> <p>Information Technology</p> <ul style="list-style-type: none"> • Plan a simple animation using a storyboard • Take a series of pictures and combine them to form an animation. • Add text, graphics and sound effects to improve an animation using editing tools. • Create an animation with moving characters/objects keeping the camera steady using 'onion skinning'.
